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ABSTRACT

Developed for use in an inservice workshop for occupational specialists in two Florida counties, this manual presents strategies for publicizing the activities of occupational specialists to gain continued public support for their role in school guidance and placement services. A public information program is outlined in the form of specific publicity activities directed to various "key publics" within the community and school. (A brief history is included of the Florida occupational specialists program in which work-experienced people are employed by schools to assist students with career decisions and placement. This is followed by an occupational specialist job description and a listing of monthly activities. A sample completed occupational specialist activities quarterly report is also included.) The bulk of the manual presents suggested activities (each with stated goals, objectives, and procedures) for developing publicity materials addressed to specific key publics: school boards, chambers of commerce and recruiters, parents and parent groups, community service agencies, senior citizens, the media, and State House and Senate members. (BL)

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PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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A Catalyst For Action

CE 013 569

JULY 1977

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PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

A Bi-County Cooperating Activity
of the
Sarasota and Manatee County, Florida
Occupational Specialists

State of Florida

Occupational Specialist Annual Fly-In Conference

"IV"

Tampa, Florida

February 18, 1977

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
RALPH D. TURLINGTON
COMMISSIONER OF EDUCATION

ACKNOWLEDGMENT

It is important to give a special thanks to some very special people who have assisted with this manual and the activities making up its contents. Foremost, and above all else, Dr. Ken Fenderson developed and directed the inservice workshops. He continues to assist in a manner that is far greater than was ever expected of him, for Ken has become personally as well as professionally concerned and involved with the continuation of occupational specialists' programs in Florida.

The State of Florida Career Education Consortium, of which both school districts and the University of South Florida are members, provided financial assistance, coordination and evaluation services to this activity. We are indebted to Dr. Jim Selman, Project Manager, and Mr. Jim Kershaw, Guidance Specialist, for their assistance. Mr. Raymond Lee, Director of Vocational Education, Manatee County School District, provided coordination and leadership in assisting the Manatee County occupational specialists.

Mrs. Donna Groh was invaluable in bringing together the parties involved with the presentation of this manual at "Occupational Specialist Fly-In Conference IV." In her usual level of professionalism, her assistance continues to be a key to our career education successes in Sarasota. Ms. Mary Thompson, Venice High School, Venice, Florida is solely responsible for the section, "Legislative Committee," and our thanks for her continued support of occupational specialists. My secretary, Mrs. Mary Counts, is to be highly commended for the task of editing my writing and for the typing and production of this manual.

I would like to thank the Division of Vocational Education, Florida Department of Education, for assisting with the printing and dissemination of this manual. Without the persistent prodding of Mr. Herbert C. Rand, I'm sure that this effort would still be in the hands of only a few local practitioners. Our gratitude to Herb for his ongoing assistance.

Finally, to the nineteen occupational specialists in Sarasota and Manatee Counties' school districts, a sincere expression of gratitude for your input and continued contributions, not only to a "Public Information Program," but to the life-giving breath of fresh air you have provided to so many students and parents by your daily personal concern and professional efforts.

. . . Jim Preston
Student Services
Sarasota County

PREFACE

Some short explanations in the form of background information are appropriate here:

With the need becoming visible (but not yet critical) and with a bit of good foresight in hand, our Public Information Program began in May 1976. With the assistance of the Florida Career Education Consortium located at Manatee Junior College, the occupational specialists in Sarasota and Manatee school districts were invited to participate in an all-day inservice workshop on how to plan and write materials for a public information program. Specifically, the skills of writing press releases, attention-getting introductions, etc., etc., were the agenda, as previously requested by the specialists themselves.

Kendrick E. Fenderson, Assistant Professor of Public Relations, at the University of South Florida, was called in as consultant and workshop coordinator. A full day of participant oriented activities produced a well developed background of skills and resources which were to become extremely useful in the near future.

Upon returning to school in the Fall of 1976, the first request the occupational specialists had was for additional inservice training in the area of public communications generally, and from Ken Fenderson specifically! A review of the basic communication skills, the development of a Public Information Program and the selection of key publics, made up the content of the day's program.

The results developed since that time using the skills gained in these workshops, are the ideas and specific activities outlined in this manual. Please be advised that the Key Publics listed are those that we had a need to influence at that specific time and place. By all means, add or delete. The point is to identify those individuals or groups with whom you need to communicate. It is hoped that the enclosed activities will be useful for many different and varied Key Publics.

An important point here and of optimum significance is STUDENTS. Less someone be misled, let me state emphatically that this program is for the students. The occupational specialist program is not for occupational specialists, it is for their clients, the students of all ages, of all degrees of abilities and attitudes, enrolled in Florida schools. The Public Information Program is not to save occupational specialists' jobs, but to save those career guidance activities provided by the occupational specialist program. The reason that STUDENTS were not separately identified as a section or "key public" within this manual, was because of our strong belief that this is our daily task. It is they with whom we are most concerned and involved as our primary objective. We are client centered and empowered for their benefit. Everything in this manual happens for and because of the desire to assist students. I guess you could say they are our number one "key public."

INTRODUCTION

Communication . . . that's the name of the game. An old cliché, perhaps, but how many times have you heard that communication and its result, product visibility, was the difference between a "yea" or "nea" vote, for or against, to fund or not to fund!

That is what this manual, which was originally produced for a conference presentation, is all about. After a four-page outline which details the concept and procedures for organizing a public information program, the manual is divided into individual sections. Each section consists of some examples or suggested activities for influencing a specific public or group of individuals. The groups included in this manual were originally selected during an inservice workshop for occupational specialists. They were identified as important to us but feel free to add or subtract for your particular political, demographic, or prevailing economic conditions.

While designed for Florida occupational specialists, the concepts and, in many instances, the specific strategies, can be used for any group providing a needed service to a community. The ideas outlined in each section should be of interest especially to those engaged in the field of educational guidance and other areas of Student Services. The idea, simply put, is to communicate supporting and relevant information to your key publics about YOUR specific need.

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

OBJECTIVE

To convince school board that funding should be continued for support of occupational specialists and career activities.

CONCEPT OF ACTION

To accomplish the above objective...occupational specialists need to have other people, besides the O.S. themselves, tell the school board that the O.S. are needed.

To get others to promote the cause of the O.S....it must be shown that the work of the O.S. helps others to accomplish their own goals.

In summary . . .

the rational of the O.S. is not just to advance its own cause...but also in the process, to advance the cause of other groups whose goals are compatible with the O.S.

Groups whose goals are compatible with O.S. goals are:

school board; school administrations; teachers, parents; students; business institutions; law and order groups; senior citizens.

If...

the O.S. can convince the community at large of the value of the O.S. programs...then it will be ultimately easier for our school board to pass bond referendums and additional taxes to support our entire school system.

That's what this is all about:

to convince the community-at-large of the value of education, particularly as reflected in the work of the O.S., so that professional educators, i.e. school board, teachers, guidance counselors, school administrators, and other related groups will not have to be a whipping boy, a beggar, a misunderstood second-rate citizens.

EXAMPLES OF KEY PUBLICS WHO MIGHT SPEAK UP FOR O.S.

A. Parents:

Parents will speak up for the O.S. and the educational system if ...

they see how the O.S. helps their children gain confidence; gain personal identify; find their place in life; get better jobs, in a word, make more satisfying and long-lasting career decisions.

B. Students:

Students will speak up for the O.S. program if they see how it helps them succeed in life in terms of jobs; decision making skills; relations with parents.

C. Business:

Business will support the O.S. if they see how the O.S. effort helps them and the economy by reducing dropouts; minimizing unemployment; developing a better labor supply; and providing pre-screened applicants.

D. Law and Order Groups:

Police officials, juvenile judges, youth and family counselors will speak up for the O.S. if they see how the O.S. effort helps reduce a rising crime rate; creates stronger, more harmonous families; helps the kids in school

E. Senior Citizens:

These people will go to bat for the O.S. if they see how the O.S. ultimately helps keep taxes down by helping to bring about some of the benefits that the O.S. accomplish above for parents, students, business institutions, and law and order groups.

If...

these groups are enthused about the O.S. effort...

then...

they will tend to be enthused about our whole education system...

which means...

all of us...school board...school administrators, teachers, guidance counselors and other related groups will be in a stronger position to get needed financial support.

PROCEDURE FOR O.S. P.I.P.

1. Formulation of Resource Committees

A. Key Publics:

Resource Committees have been formed to cover the following KEY PUBLICS: Administration & School Boards, Media, Chambers of Commerce, Law and Order Groups, and Parents.

B. Objectives of Committees (applicable to all KEY PUBLICS except the media)

To help all O.S. plan and implement action aimed at convincing the respective KEY PUBLICS of the value of the O.S. program.

To get each KEY PUBLIC to ask the school board to financially support the O.S. program.

2. Priority Actions of Resource Committees

A. Background data for O.S.

1. Provide every O.S. with following:

a. list of names, addresses and phone numbers of school board members

b. list of goals of school board

c. sample speech which sums up the aforementioned benefits of the O.S. to the various KEY PUBLICS.

d. Copy of this Public Information Plan.

B. Mutual Projects with O.S. and Key Publics

Help O.S. plan mutual projects with the various key publics so that the Key Publics will actually see and experience how the O.S. helps accomplish each others goals

C. C. Participation - Involvement of School Board Members

Urge O.S. to invite School Board members to participate in classroom activities and mutual projects with Key Publics.

D. Ask for overt support

Urge O.S. to ask opinion leaders in KEY PUBLICS to inform school board how O.S. is helping them accomplish their goals

E. Citizen Advisory Committee

Form occupational specialists Citizens Advisory Committees in various schools who can eventually communicate directly with school board

F. Monthly O.S. Information Package for School Board

Each month, send to school board - for circulation to all members - an interesting report of how O.S. is helping to accomplish the goals by the school board and the goals of various Key Publics in the community.

G. Information Action Ideas for All O.S.

Provide each O.S. a list of ways he or she might influence the school board and the various other Key Publics.

NOTE: Following are just a few from the brainstorming sessions in November at Manatee Jr. College

1. Get to Know Your School Board

You can't talk to em till you know them. After they know you, they'll listen

2. Use the Telephone

Get in the habit of calling your S.B.M. (school board members) and updating him on what O.S. are doing and especially invite them to your functions

3. Write Letters - Send Clip

Just a handwritten note on a publicity clip will help greatly to let S.B.M. know what's happening with the O.S.

4. Make Speeches - Ask for Action

Speak often -- to all kinds of groups -- showing with slides, if possible, -- all the fascinating ways the O.S. work helps the various KEY PUBLICS

After the speech, give them a list of the names, addresses and phone numbers of the school board - and ask the audience to convey their support, if they're interested.

5. Plan Actual Projects with Key Publics

The Resource Committees have already brainstormed many good ideas of ways the O.S. and the KEY PUBLICS can work together to help the community.

Some ideas and examples both past and for the future are included in the following sections:

Administration

Chamber of Commerce and Armed Forces Recruitment

Parents and Parent Groups

Community Service and Law Enforcement Agencies

Senior Citizens

Media Information

Role and Function of an Occupational Specialist

State Legislators

OCCUPATIONAL SPECIALIST PROGRAM

In 1970, the Florida legislature enacted into law a plan to help schools provide more adequate guidance services. The legislation provided for the establishment of a new position in the Florida school system. The position, which was later expanded to include placement, was that of the occupational specialist. Occupational specialists are work-experienced people who can assist students in making career decisions.

The Legislature authorized the employment of occupational specialists as one alternative to providing guidance services that were solely dependent on professional personnel. It was felt that the addition of occupational specialists to the counseling team would broaden the career choices available to students and enable counselors to work with more students in individual and group situations.

Occupational specialists are selected on the basis of their maturity, work experience, and their ability to relate to young people. We work under the supervision of certified guidance counselors and school administrative personnel.

The work of the occupational specialist includes identifying and counseling actual or potential school dropouts and the parents of those students. The occupational specialists also provide career counseling for other students in the school system, help to plan and implement vocational testing programs, and assist in job placement and follow-up services. Occupational specialists encourage and assist students and teachers to schedule visits to industry, community agencies, vocational schools, area businesses, and community colleges.

The first duty of the occupational specialist is to identify students who may need help. Many of these students have been habitually truant or have dropped out of the system altogether. Many dropouts need to help out with family finances or to earn money for their own personal expenses. Occupational specialists help those students find part-time work. Other students are dissatisfied with the structured academic programs they are attending and need to enter vocational training programs or to attend some alternative type of school. Tests are given by occupational specialists to help students determine what career field interests them. Students may then be placed in shadowing programs or in other forms of work-study plans. Some are encouraged to enter preapprenticeship programs or take some form of vocational training.

JOB DESCRIPTION - OCCUPATIONAL SPECIALISTS

MAJOR GOALS

The following describes the major goals of the occupational specialists in Sarasota County:

1. Provide career information to student, parents and school staff.
2. Provide placement services to students.
3. Provide services to actual and potential early school leavers.
4. Provide professional support services in the area of career guidance to school staff.

OBJECTIVES FOR GOAL 1

1. Provide career related community resources.
2. Provide career exploratory experiences.
3. Provide career related printed and audio/visual materials.

OBJECTIVES FOR GOAL 2

1. Provide assistance with educational placement into secondary and post-secondary vocational and technical institutions.
2. Provide part-time job placement services.
3. Provide full-time job placement services for exiting and graduating students.

OBJECTIVES FOR GOAL 3

1. Identify and provide services to "no shows," (summer dropouts).
2. Assist with the identification of early school leavers.
3. Provide information regarding regular and alternative educational programs to early school leavers.
4. Provide job placement services to early school leavers.

OBJECTIVES FOR GOAL 4

1. Provide assistance with contacting former students for purposes of survey follow-up.
2. Provide asistance in local workforce planning (supply and demand) for vocational programs.
3. Provide a contact for student referral to vocational work evaluation and/or vocational self evaluation.
4. Refer students who require assistance from a community agency to the guidance counselor.

MONTHLY ACTIVITIES FOR OCCUPATIONAL SPECIALISTS

Follow-up of school leavers.

School leavers returned to alternative educational programs.

Follow-up of "no-shows."

Conduct exit interviews.

Job placements.

Class or group presentations.

Individual student conferences.

Parent or adult conferences

Updating career information files and materials.

Organizing or participating in field trips or tours.

Teacher conferences or providing teachers with materials.

Preparing or developing career information displays.

Assisting with test administration.

Conducting surveys.

Issuing work permits and age certificates.

Securing speakers or resource people to visit classes.

Assisting in the coordination of special vocational programs.

Participating in inservice workshops.

Faculty, or professional meetings.

Community agency contacts.

Visiting local businesses.

Correspondence

Campus supervision.

SARASOTA COUNTY

OCCUPATIONAL SPECIALIST SCHOOL DIRECTORY

SENIOR HIGH SCHOOL

BOOKER HIGH SCHOOL
Mr. Adam Westcott
3201 N. Orange Ave.
355-2967

RIVERVIEW HIGH SCHOOL
Mrs. Pat Anderson
4850 Lords Ave.
924-1351

SARASOTA HIGH SCHOOL
Mr. Edward Stanford
1001 S. Washington Blvd.
955-0181

VENICE HIGH SCHOOL
Mrs. Lynn Wallace
E. Turin Street
488-6726

VOCATIONAL TECHNICAL CENTER
4748 Beneva Road
924-1365

Mr. Ron Hagan
Secondary Guidance

Mrs. Pat Torrington
Adult Guidance

COUNTY CAREER EDUCATION OFFICE

Mrs. Donna Groh
2418 Hatton St.
958-8831, extension 225

JUNIOR HIGH SCHOOL

BROOKSIDE JUNIOR HIGH
Mrs. Judy Piercy
3636 S. Shade Ave.
955-8197

McINTOSH JUNIOR HIGH
Mrs. Charlotte Robinson
701 S. McIntosh Road
371-2484

SARASOTA JUNIOR HIGH
Mrs. Judy Middleton
1001 S. School Ave.
955-1271

VENICE JUNIOR HIGH
Mrs. Jean McGowan
E. Turin Street
488-7727

STUDENT SERVICES

Jim Preston, Department Head
Placement, Follow-Up, and
Occupational Specialists
2418 Hatton Street
958-8831, extension 321

MANATEE COUNTY

OCCUPATIONAL SPECIALIST SCHOOL DIRECTORY

Raymond F. Lee, Director
Vocational, Technical, and Adult Education

SENIOR HIGH SCHOOL

SOUTHEAST HIGH SCHOOL
Mr. Andrew Fox
1200 37th Avenue, East
Bradenton, Florida 33508
746-7111

MANATEE HIGH SCHOOL
Mr. William Hickman
1000 32nd Street, West
Bradenton, Florida 33505
746-7181

BAYSHORE HIGH SCHOOL
Mrs. Marjorie Levenson
5323 34th Street, West
Bradenton, Florida 33507
755-2601

PALMETTO HIGH SCHOOL
Mr. John McDonald
1200 17th Street, West
Palmetto, Florida 33561
722-3221

VOCATIONAL TECHNICAL CENTER

Mr. Jim Davidson
5603 34th Street, West
Bradenton, Florida 33507
755-2641

Mrs. Vicki Marsh
5603 34th Street, West
Bradenton, Florida 33507
755-2641

JUNIOR HIGH SCHOOL

BRADENTON MIDDLE SCHOOL
Mrs. Rubye Carter
202 13th Avenue, East
Bradenton, Florida 33508
746-7392

SUGG MIDDLE SCHOOL
Mrs. Carol Miller Lee
3801 59th Street, West
Bradenton, Florida 33505
746-9536

PUBLIC INFORMATION PROGRAM FOR OCCUPATIONAL SPECIALISTS

Administration Committee

As with all other committees within a public information program or campaign, the primary purpose is to communicate pertinent information to your key public.

With school district administration (including School Board members, Superintendent, District Centralized Administrators, Supervisors, and school-based Administrators) the information presented should be directly to the point, concise and without unnecessary narrative. An initial memo or information bulletin stating your campaign's main purpose in a supporting and non-threatening manner is a good idea. It is important to present your program to influence in a method that corresponds with, and is supportive of the objectives of the total educational needs within your local system. You cannot win support nor gain the confidence of those who view you as in competition (for funds?) or opposition (to district's objectives).

Where possible, valid documentation based on the relative cost/effectiveness of your daily activities should be presented in both written and verbal format. If you are involved with potential and actual early school leavers and their return back to an education program or gainful employment, cost out the benefits in terms of approximate dollars returned to the school system (FTE) and savings to the community in terms of tax dollars.

Finally, identify your administrative supporters and "ask for the order." A short presentation or even a few good words from a key decision maker regarding the value of your activities is of optimum effect upon those who may be making the final decision on the continuation and long-term stability of your program.

A short outline of a few strategies which should be helpful in gaining administrative support for occupational specialists follow. This, of course, is by no means inclusive; we welcome your additions to this cursory list.

1. A short information bulletin announcing the Public Information program and its purpose.

2. Follow-up "information bulletins" regarding the activities you have initiated to influence other groups, i.e., presentations to parent organization or local legislators.

3. Monthly or quarterly reports documenting your accountability to the district.

4. Circulate or post any supporting press releases, newspaper clippings or professional articles on occupational specialists.

5. Become informed of the major priorities and objectives of your School Board and your Superintendent, and where possible, show how your activities assist in the successful completion of those objectives.

6. Inform your School Board. With your supervisor's approval, plan and organize a quality presentation to your School Board members. (This may possibly be done most effectively by having your other key publics make the presentation for you; i.e., an influential parent, Chamber of Commerce representative, students, classroom teachers, etc.)

7. If your administrative group has a local association or professional organization make sure that they understand your cost benefits (State funded) and cost effectiveness (returned FTE dollars). Also, show them how you support both students AND CLASSROOM TEACHERS, making both more effective.

8. Arrange an informal meeting with School Board members and occupational specialists, possibly a breakfast or luncheon. This would provide an opportunity to become personally acquainted and share ideas.

9. Send written invitations to School Board members and administrators to attend any kind of major function or activity organized by occupational specialists in your county.

Jim Preston, Administrative Committee Chairman
School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Vicky Marsh
Manatee Area Vocational Technical Center
5603 34th Street, W.
Bradenton, Florida 33507

John McDonald
Palmetto High School
1200 17th Street, W.
Palmetto, Florida 33561

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

M E M O R A N D U M

TO: All Secondary Principals and Guidance Counselors

FROM Jim Preston, Department Head, Student Services

DATE: November 24, 1976 J. P.

SUBJECT: Public Information Campaign for Occupational Specialists

At the request of the occupational specialists an inservice workshop was held on November 12, on how to organize and conduct a public information campaign. The result of this days effort is the creation of six committees grouped by key publics or target populations and composed of occupational specialists with a particular interest in influencing that public as to the value of career development activities and specifically, the accomplishments of occupational specialists. In order to defray cost, the workshop and resulting committees are a combined effort of both Sarasota and Manatee Counties.

The idea, simply stated, is to "take our story" through media, presentations, etc., to key publics and individuals throughout the year in a coordinated manner. Occupational specialists have a sincere desire to relate their daily tasks to the concerns and objectives of the School Board, the Superintendent, their Building Principal and Guidance teams. We feel, therefore, that this program of visibility will enhance the overall perception and understanding that our local community has of the TOTAL educational program.

Occupational specialists in Sarasota County hope that they can count on your support for both this campaign and their comprehensive program of student services.

mc
cc: Dr. Pillot
Dr. Heusner
Mr. Sleasman
Mr. Holmbraker
Dr. Zweibel
Dr. Yarnall

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

M E M O R A N D U M

TO: Dr. Pillot, School Board Members, Division of Instruction, Secondary Principals, and Guidance Counselors

FROM: Jim Preston, Department Head
Placement, Follow-Up, and Occupational Specialists

DATE: December 15, 1976

SUBJECT: Occupational Specialists Activities
August 23-November 30, 1976

While "numbers" do not tell the most interesting story and are certainly not representative in displaying the humanistic side of good guidance approaches, they can be important as an indicator of accountability. Our Specialists are working hard and they want you to know it.

Following are some of the highlights displayed by the "numbers" on the enclosed Quarterly Report attachment:

During this period a lot of time and effort was put into identifying and working with Summer dropouts (referred to as "no-shows") and early school leavers. Of the large number of students who were registered but did not return to their intended school (approximately 1029), a comparatively small number were actual dropouts. Most had moved or transferred to another educational offering. Of those who were actual dropouts, 43 were assisted with placement into alternative educational programs in Sarasota County. During this same period, 80 job placements were made, mostly of a part-time nature, for students who are continuing in school and over 200 contacts were made with community agencies by Specialists.

Approximately 350 group presentations and a staggering 2861 individual student conferences were made--most of which dealt with career information resources. Another 107 outside speakers, visiting and speaking as "real world" resources, were provided to our students. More than 140 career information displays were produced within the schools. Occupational Specialists continuously strive to infuse their materials into the daily classroom activity. Over 450 contacts were made with individual teachers to provide them with up-to-date materials from the Specialist's office.

Parent conferences are becoming more and more a part of the Occupational Specialist activity. We are increasingly aware of the fact that to be optimally effective, the services offered to students need to be done with input by and the cooperation of parents. In many cases, when informed of the Occupational Specialist's activities, the parent seeks out the same services for themselves. Some 175 individual contacts were made with parents during the first part of this school year. Activities are planned to increase this significantly.

mc
cc: All Occupational Specialists

Occupational Specialist Activities

QUARTERLY REPORT

Month of August 23-November 30, 1976

Name SARASOTA COUNTY

School: All Junior, Senior High, and Vo-Tech Center

PLEASE RECORD THE TOTAL NUMBER OF CONTACTS FOR EACH ACTIVITY IN WHICH YOU PARTICIPATED (monthly)

ACTIVITIES	August/September	October	November	Totals
Follow-up of school leavers.	23	63	11	97
School leavers returned to alternative educational programs.	17	23	3	43
Follow-up of "No-Shows."	637	389	3	1029
Conduct exit interviews.	14	25	16	55
Job Placements	43	18	19	80
Class or group presentations.	100	133	121	354
Individual student conferences.	846	996	1019	2861
Parent or adult conferences	61	66	48	175
Updating career information files and materials	153	154	106	413
Organizing or participating in field trips or tours.	48	62	55	165
Teacher conferences or providing teachers with materials	185	124	147	456
Preparing or developing career information displays.	51	46	44	141
Assisting with test administration	94	84	22	200
Conducting surveys	1	16	3	20
Issuing work permits and age certificates	118	101	63	282
Securing speakers or resource people to visit classes	37	35	35	107
Assisting in the coordination of special vocational programs	17	14	12	43
Participating in inservice workshops	4	13	20	37
Faculty, or professional meetings.	46	41	27	114
Community agency contacts	88	49	68	205
Visiting local businesses	25	18	27	70
Correspondence	76	207	110	393
Campus supervision	128	67	60	225

Form 1276

MANATEE COUNTY SCHOOL BOARD

Key Public: School Board of Manatee County and School Administrators including Superintendent, Assistant Superintendent, and Director of Secondary Education.

Goals:

A. Explain the Occupational Specialist Program to Key Public.

B. Secure the support of the key public so that they totally fund the occupational specialist program out of County revenues for 1977-1978 and the future.

Procedures: The first goal will be presented in such a way as to insure the second goal. Through the support of Mr. R. Lee, Director of Vocational Education in Manatee County, the occupational specialists will complete the following strategies in 1977:

1. Make a presentation to the Bradenton Kiwanis Club, explaining the functions of the occupational specialists in high schools, middle schools, and the vocational school. Included will be a slide presentation. In attendance will be the Superintendent, Assistant Superintendent, and Director of Secondary Education, and a high school principal.

2. Make a presentation to a meeting of the Manatee County School Board to include the above, plus specific details on the money saved by keeping prospective dropouts and no-shows in school, and in interviewing and giving information to adults for gaining new students in the vocational and adult programs.

   In preparation for #2 above, the following will be completed:

   a. Invite all School Board members to participate in career days as speakers describing their professions to students.

   b. Invite all School Board members to visit with guidance staff and occupational specialists in schools.

   c. All occupational specialists will provide specific statistics on total no-shows and the number kept in school or transferred to adult school.

   d. All occupational specialists will keep an account of how time is spent on a monthly basis so that specific accomplishments can be presented to the School Board. Begins February 1, 1977.

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

KEY PUBLICS — Chamber of Commerce and Recruiters
Donna Groh, Chairperson

GOALS — To enlist active support of each Chamber of Commerce and all Armed Forces Recruiters in the continuation of the Occupational Specialist program in Sarasota and Manatee Counties.

United States Chamber of Commerce:

We urge our respective members to coordinate their activities at the state and local level in support of the common purpose of stimulating the wide and prompt introduction of the career education concept among the nation's school systems. Ours remains a changing society, education must be a continuing experience throughout our lives, requiring an "open door" access between school and the world of work.*

Objective I:

Each individual Chamber of Commerce throughout Sarasota and Manatee Counties will be personally contacted by one or more members of the Chamber Committee.

Objective II:

Each Chamber will be encouraged to either continue existing programs and or develop new programs. (See attached list of existing programs)

Objective III:

Provide stations for observation and for acutal work-study experiences for students.

Objective IV:

Participate in designing realistic curricula for various career clusters. This could be done through advisory committees.

*Career Education ; 1975 Chamber of Commerce of the United States of America.

Objective V:

Help develop and administer job placement programs.

Objective VI:

Use volunteers as resources in the school.

Objective VII:

Help develop community support for the school district in general and specifically the Occupational Specialist Program.

Objective VIII:

Develop a good working relationship with local Armed Forces Recruiters and acquire their support for the Occupational Specialist Program in your county.

Committee Members:

Donna Groh, Chairperson
2418 Hatton Street
Sarasota, Fl. 33577
958-8831 Ext. 225 & 226

Ron Hagen
Sarasota County Vocational Technical Center
4748 Beneva Road
Sarasota, Fl. 33581
924-1365

Carol Lee
W.D. Sugg Middle
3801 59th Street, W.
Bradenton, Fl. 33505
756-9536

Jean McGowan , alternate
Venice area

Prepared by Donna Groh
2/1/77

The following are existing or past programs that have involved the Sarasota County Chamber of Commerce and the Sarasota County Schools.

ENTERPRISE '76 - The Sarasota County Chamber of Commerce conducted a business fair to demonstrate business/industry's role in the community and the future opportunities they could provide for Sarasota County youth. Senior high school students were bused to Robarts Arena to view the exhibits and to speak with business/industry representatives about their companies and career opportunities.

CAREER EXPLORATION PACKAGE - Allows individual high school students an opportunity to visit and explore, once each semester, a specific work area in the community. This program will allow students to see the relevancy of school work to the world of work and have an opportunity to make more realistic career choices.

FIELD TRIPS AND RESOURCE PEOPLE FOR STUDENTS - Participating businesses are able to work closely with the school programs in providing needed career educational experiences in the form of field trips and providing classroom speakers.

FIELD TRIPS FOR SECONDARY TEACHERS - The purpose of the tours is to create an interface between parents, educators, students, and businessmen. Of major concerns are 1) exposing the classroom teacher to the world of work and the implications it provides for the classroom environment, 2) extending their awareness of student career potential in the Sarasota County area, 3) providing business/industry the opportunity to identify their needs in reference to school programs, and 4) permitting business/industry to explain the services they can provide to the classroom teacher.

CAREER DAY was the first adventure between the schools and the business community. Career Day was a different, if not unique, concept of student exploration in the local business community. Career Day gave the students an opportunity to visit various businesses and organizations during the working day. Thus, each student had a chance to experience the working environment.

ADVENTURES IN BUSINESS - To improve understanding of business and the economic system and to develop more positive attitudes toward the free enterprise system and toward economic analysis, a five-day series of workshops for select Sarasota County leading teachers is being conducted by the Economic Education Center of the University of South Florida, the Sarasota County Chamber of Commerce and the School Board of Sarasota County in cooperation with the Florida Chamber of Commerce.

STUDENT OF THE DAY - A sixty second radio announcement encouraging the hiring of a Sarasota County graduating senior. This idea was originally developed by the Sarasota Chamber of Commerce and is now being continued by the office of Placement and Follow-up from May 1 - June 15, each school year.

CHAMBER NEWSLETTERS - The Sarasota County Chamber of Commerce used their newsletters to promote the idea of hiring graduating seniors.

CHAMBER OF COMMERCE JOB REFERRAL PROGRAM FOR GRADUATING SENIORS After the articles appeared in the newsletter, a letter from the Chamber was sent to all its members asking them to consider hiring graduating seniors. The mailout included a return prepaid post card which was to be returned to the Chamber and then forwarded to the school system. All expenses incurred were paid by the Chamber.

If you would like more detailed information on any of the above programs contact Donna Groh, Career Education Project, 2418 Hatton Street, Sarasota, Florida, 33577; (813) 958-8831, ext. 225 or 226.

MINI-LECTURES FOR TEACHERS (PROPOSED)- Because of limited funds, as an alternative to Business/Industry tours, we are proposing that various businesses come into individual schools and present a program about their business to teachers. This would be done during a professional day or after school hours. Teachers could be given in-service credit for this activity.

SCHOOL BOARD'S OCCUPATIONAL SPECIALIST

RECEIVES AWARD FOR ASSISTING

STUDENTS WITH ARMED FORCES INFORMATION

A JOB WELL DONE— Occupational specialist Ed Stanford was awarded a special plaque Monday at a faculty meeting of Sarasota High School. The award was given to Stanford in recognition of his outstanding service to the Sarasota Recruiting area and was presented by Capt. Gregory Johnson, Area Commander. Stanford counsels the students of Sarasota High about job opportunities. As a result of his efforts 13 seniors from the school have enlisted in the Army's delayed entry program.

Sarasota Journal—Ken Torrington

PUBLIC INFORMATION PROGRAM

FOR

OCCUPATIONAL SPECIALISTS

KEY PUBLIC — Parents and Parent Groups
Adam Westcott, Chairperson

PROJECT — "Parent Inform"

GOALS

A. To articulate the Occupational Specialist's program to parents

B. To enlist the active support of parents and parent groups in the continuation of the Occupational Specialist program in Sarasota and Manatee Counties.

"Parent Inform" will have two major objectives:

The strategies for meeting Objective I consist of activities for informing parents and parent groups of the many services performed by Occupational Specialists for the benefit of their children. Many of these activities are already being done by the Occupational Specialists; others may be new.

The plan for meeting Objective II (if needed) consists of actions by Occupational Specialists which will in turn enlist the parent or parent group in active support for Occupational Specialist programs by their writing or meeting with legislators, appearing at School Board meetings, etc.

Objective I Each Occupational Specialist will contact individual parents and parent groups with information regarding Occupational Specialist role and functions and the services available through your program. Specific Strategies one through four should have high priority. These four should be completed by April, the beginning of the 1977 Legislative session.

Specific Strategy 1.
Make a presentation to your school's Citizen's Attendance Area Advisory Committee explaining the purpose and function of the Occupational Specialist. If possible, have equipment and materials available at your presentation. Jim Preston has received the most recent list of committee members and will assist any Sarasota Occupational Specialist in getting placed on the agenda. (Dr. Yarnall has been of great help here.) Jim will also support any specialist wanting his help or presence at a presentation.

Specific Strategy 2.
Make a presentation to your school's PTA/PTO Booster club. Have your materials and equipment there and demonstrate it in the same manner as you would to a class of students.

Specific Strategy 3.
Senior High and Vo-Tech Specialists should support your feeder schools by being present at their presentations. Emphasize articulation--that your services will be available to their children when they attend your school. It should be the responsibility of the feeder school's Occupational Specialist to contact and request the presence of the Vo-Tech and Senior High Specialist.

Specific Strategy 4.
Develop a form letter to send home with students whom you have serviced. This letter should inform parents of the nature of the service or activity (keep it short), including test results, materials given, etc. A form letter is being written by Adam Westcott as an example only. Feel free to use as is or edit/rewrite for your particular situation. Make sure you use your school's letterhead stationery. If time permits, sign each individually--personalization pays off!

Specific Strategy 5.
If you conduct a large scale or extended program with a class or group (such as administering an entire grade level the Kuder) send a form letter home describing the nature of the program and how it will be used to help their child's progress.

Specific Strategy 6.
Make frequent phone contacts with parents regarding your activities with their child.

Specific Strategy 7.
Make leaders of your school's parent organizations aware of your activities. Bring them into your office and make them aware of all the resources available to students.

Specific Strategy 8.
Offer your services as a consultant to your school's parent group or area advisory committee.

Specific Strategy 9.
Make a career oriented presentation to your school's band booster club, or athletic booster club. Stress the career possibilities open to students in these areas, and how YOU can help.

Specific Strategy 10.
Join and become an active member of your school's booster club or PTO. Become a worker; someone they can depend on to help them in their activities.

Specific Strategy 11.
Offer your career exploration possibilities to adults. This may consist of referring them to other agencies, but YOU made the initial offer of assistance.

Objective II. Each Occupational Specialist will, as a result of Objective I, enlist your school's parents to take some visible action to support the continuation of the Occupational Specialist program.

Specific Strategy 1.
Provide your school's parent group with the names, addresses, and phone numbers of key central office personnel, School Board members and State Legislators. A central list of key State Legislators on the committees influencing educational programs will be provided to you.

Specific Strategy 2.
Ask your school's parent groups to pass and draft a resolution in support of the Occupational Specialist program. Copies should go to the Administrative staff, School Board and Legislators.

Specific Strategy 3.
Ask parents to send personal letters to key administrators, members of the Board and key Legislators, supporting the continuation of the Occupational Specialist program. These should be ORIGINAL letters, not copies of a form letter.

Specific Strategy 4.
Encourage parents and parent groups to make personal contacts by telephone or in person to Board members, key administrators and key Legislators, and appear at Board meetings.

Specific Strategy 5.
Be sure to "Ask for the order," in other words ask parents and parent groups for their support. Emphasize that the Occupational Specialist program directly affects the quality of education their child receives. Elimination of the program will greatly reduce the amount of career oriented service their children will receive.

Other Considerations:

1. Make contacts with parents and parent groups frequently.
2. Get to know them on a personal basis.
3. Sincerely demonstrate that the goals of parent groups are in concordance with the goals of the Occupational Specialist programs; that you can work with them to accomplish these mutual goals.
4. Mention and use the name Occupational Specialist frequently in parent contacts. Be sure that parents, parent groups and their officers freely associate your name with the title Occupational Specialist.
5. Avoid the use of form letters in corresponding with Legislators or Board members. Ask parents to write original letters.

Public relations with parents and parent groups will involve a considerable amount of work on the part of Occupational Specialists, but will pay off in terms of good, strong parent support of our program.

Public Relations Suggestions for Informing Parent Groups

Developing a good parent relationship is a task for each individual Occupational Specialist. Only a small portion of developing good parent relations can be delegated or assigned to members of a P.R. Committee.

The basis for informing parents of the Occupational Specialist Program is a presentation to the various school parents' groups. Specific strategies for making a successful presentation are as follows:

A. Decide exactly what you want your parents to know after your presentation.

B. Develop a brief but comprehensive outline including such items as:
   1. Your name and phone number.
   2. Your location.
   3. Your major functions.
   4. How students may see you.

   Put this on a ditto and distribute copies to the group at the conclusion of your presentation.

C. Be sure to have your reader or reader-printer, project VIEW cards, SRA Career file, and film strip with viewers for parents to inspect. Make the verbal part of your presentation brief enough to allow parents time to explore.

D. Make the verbal portion of your presentation visual with the use of transparencies, slides, ect. If possible have photos or slides of students using your equipment or materials.

Careful planning is the key to making an effective parent group presentation. Plan your presentation so that it flows smoothly from topic to topic, then practice. Be sure to use your name and the title Occupational Specialist frequently. Get the name before the public.

Other Hints:

1. Develop a letter to send home with each student you serve.
2. Join the parent group and attend meetings. This can be especially effective.
3. Be available to parents.
4. Invite parents into your office to view your career materials. Maintain frequent contact with parents.

A MESSAGE TO MOM AND DAD AND TO THE STUDENT

The importance of students getting an early start in planning their future and career could be the most valuable process in their educational program. Too often, parents and students are unaware of the opportunities and the doors which are open to the individual who is pursuing his education in the Sarasota County school system.

The purpose of this message is to give a brief introduction to these opportunities. A visit to an occupational specialist may provide some of the answers for you.

The rest of your life depends upon the decision you make today. What are your plans for the future? Should you go to work now? Or should you continue your education? Or should you do both? What are your future goals? It is never too early to start thinking and preparing yourself for the future.

No two individuals have the same skills, aptitudes, and interests. As you consider your future, you must determine what your aptitudes are and you must consider these things very carefully. Parents, teachers, guidance counselors, and occupational specialists can help you, but you must be the one to make the final choice for a career.

Let us help you put care into your career planning. Planning today may be the key to an enjoyable life tomorrow.

Guidance counselors at McIntosh Junior High School are located in the main office building. The guidance counselors are Ms. Mary Yoder, grade 7, Mr. Mel Stone, grade 8, and Mr. Hugh McGuire, grade 9. The occupational specialist is Mrs. Charlotte Robinson and her office is located in the library.

OCCUPATIONAL SPECIALISTS

for

COMMUNITY SERVICE AGENCIES

Manatee and Sarasota County Occupational Specialists working toward Informing Community Service Agencies are just beginning to get off the ground, with the hopes of being an extensive and comprehensive program. Although included in our outreach, Law Enforcement Agencies, have yet to be contacted, but will be at a later date. Primary concerns seem to be, at the present, the contact and informing of those agencies dealing with youth. Both counties have contacted H.R.S. agency personnel and are planning information programs to these agencies.

Specifically speaking; Manatee committee person, Jim Davidson, is active in the Manatee Association for Youth Services (MAYS), a newly formed organization which links all state, county, and city youth services with the school system. Jim has worked with MAYS since its' origin and has been active in the Organizational Committee and is presently serving as Chairperson of the Coordinating Committee and a member of the Executive Committee. Future programs to inform agency personnel of Occupational Specialists' duties and functions are being planned with hopes of assisting agency personnel in working with their clients at the school level. These information programs are planned to show how Occupational Specialists can help in career planning with both in and out of school youth.

Sarasota committee persons, Ed Stanford and Charlotte Robinson, have contacted the supervisor for all HRS agencies and are planning

an information program for all agency Supervisors to inform them of what an Occupational Specialist is and how they may help in working with their clients. Future presentations to other community services are also being planned with hopes of spreading the knowledge of what an Occupational Specialist can do to help set life plans for many needy clients.

Hopes continue in both counties that the Occupational Specialists can perform a major and much needed role in the rehabilitation of clients of these agencies, through career counseling and dissemination of occupational information. As these dreams become realities, expanding dreams of helping our Law Enforcement agencies with adult offenders and those adults in need of direction to attain a realistic and socially acceptable goal for life appear. Through contact of advisory committees for Law Enforcement Training Programs, this, hopefully, will be accomplished.

To begin this type of contact in any county, it is recommended that HRS supervisors be contacted and informed of what an Occupational Specialist is. If an agency such as MAYS is in existence, then the Occupational Specialists in that county should become involved. If there is not such an organization, then you as an Occupational Specialist should check into the possibilities of helping one get started.

The final outcome of this type of cooperation is the hope that through the Occupational Specialist and these agencies, an overall change in some decinquent types will occur. These goals may seem too extensive and unobtainable, but, if one person

can be changed toward a good life goal, then one person less will live a life of crime and regress.

You may call or write any of the three Occupational Specialists on this committee for more information at the addresses and phone numbers listed below.

Mr. James A. Davidson - Chairperson
Manatee Area Vo-Tech Center
5603 34th Street West
Bradenton, Florida 33505
813-755-2641

Mrs. Charlotte Robinson
McIntosh Junior High
701 South McIntosh Road
Sarasota, Florida 33580
813-371-2484

Mr. Edward Stanford
Sarasota High School
1001 South Washington Blvd.
Sarasota, Florida 33577
813-955-0181

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

2418 HATTON STREET SARASOTA, FLORIDA 33577

OCCUPATIONAL SPECIALISTS

FOR

COMMUNITY SERVICE AGENCIES

The Occupational Specialist is a staff member of the school guidance team, whose major role is dissemination of up-to-date career and occupational information.

Because of the critical state of funding for this position, we would like the opportunity to present to you a few ideas on how we may be of service to you and your clients.

The Occupational Specialist can provide career and occupational information to your clients (both adult and youth).

The Occupational Specialist can become a standard component of the agency's rehabilitation process by means of scheduling agency clients into the Occupational Specialist's office for career awareness information, services, etc. This is NOT to be in lieu of any of your counseling services, but rather to support your services. Any agency counselor could have the option of sending a client who has an interest or need for career information to a school-based Occupational Specialist. This is a free service provided by the Sarasota County School Board. A short summary of materials and/or services given to each agency referral will be sent back to the agency contact.

Again, this is to enhance and complement any service an agency is now providing. We have Career Information Centers located in each secondary school and would like to make our materials available to you.

HEALTH AND REHABILATIVE SERVICES

SOCIAL AND ECONOMIC SERVICES

Assistance payments
Food stamps

DIVISION OF FAMILY SERVICES

RETARDATION

DIVISION OF YOUTH SERVICES

P & A and Intake
Family & Children's Services
Protective Service

CHILDREN'S MEDICAL SERVICES

VOCATIONAL REHABILITATION

DETENTION CENTER

HEALTH DEPARTMENT

FLORIDA STATE EMPLOYMENT SERVICE

- - - - - - - - - - -

CITY/COUNTY POLICE DEPARTMENTS

BAR ASSOCIATION

JUVENILE JUDGE

CHURCHES

PUBLIC INFORMATION PROGRAM FOR OCCUPATIONAL SPECIALISTS

KEY PUBLIC - Senior Citizens

Pat Torrington
Sarasota County Vocational- Technical Center
4748 Beneva Road
Sarasota, FL 33578 924-1365, ex. 230

Marj Levenson
Bayshore High School
5323 - 34th Street
Bradenton, FL
755-7181

Judy Middleton
Sarasota Junior High School
1001 South School Avenue
Sarasota, FL
955-0271

Bill Hickman
Manatee High School
1000 - 32nd Street, W
Bradenton, FL
746-7181

PROJECT - Senior Citizens Awareness and Involvement in our educational system

GOALS - To obtain support from senior citizens for the continuance of the Occupational Specialists Program

OBJECTIVE - Informing Senior Citizens of services performed by the Occupational Specialists by ultimately helping to keep taxes down - benefits that Occupational Specialist can accomplish for parents, business institutions, students and law and order groups.

PROCEDURES — Form a group from one or two counties (be sure it is a group project) - involve only those who are able to be involved with your project.

CONTACTS — Contact Senior Citizens groups and organizations. Work with their leaders or contact people.

Examples

Council on Aging

Retired Teacher Association

Gray Panthers

Score

Talent Pool

Retired Militery Groups

Tax Association

Community Service Groups

AARP

Actions

1. Group presentations
2. Brochures
3. Have a list of legislators who can influence educational programs - urg all to write their legislator (try to avoid form letters but include informative information)
4. Get involved in local FAIR if possible - acquire a booth and organize a quality presentation.
5. Get involved in local newspaper - attempt to secure a weekly blurb - possibly an informative column on each occupational specialist about his or her accomplishments.
6. Have a "SHARE AN IDEA" luncheon with School Board members and become better acquainted.

7. List some of your activities and incorporate them in your publicity.

EXAMPLES

a. working with dropouts and getting them into retraining programs which keep them off welfare rolls and letting them become productive citizens.

b. working with veterans - testing - enrolling - explaining benefits - obtaining skills.

c. working with CETA clientele - update or learn new skills - to become a solvent individual again.

d. help adults acquire their GED

8. Inform the senior citizen of the positive things that are now happening.

EXAMPLES

a. Community programs - self improvement courses offered throughout the county. (attach schedules)

b. Candlelight dining - mini bus service to highschool cafeteria

c. Health occupation programs which supply our local hospitals and nursing homes. EMT Services.

d. Vocational Rehabilitation services

JUST A FEW ADDED SUGESTIONS

Have an open house on your campus - nothing better than to have the senior citizen "see" where his tax dollar goes.

Explain how Florida is entering an era of exciting growth and change and Florida's vocational education must satisfy not only the state's job-seeking citizens, but also its businesses, industries, and institutions. Include the survey status report for the Florida Occupational Special. It really shows our accomplishments in facts and figures.
(use this as a handout whenever possible)

Public Information Program

for

Occupational Specialists

KEY PUBLIC	Media Andy Fox, Chairman
PROJECT	Media Information
GOALS	Dissemination of Occupational Specialists' Activities and Roles to the School Board and Press

The prime objective of the media committee is to contact the media regarding the occupational specialists' activities and their role in the school system.

Occupational Specialists are to contact one of the media committee persons whenever they plan a special event. The media in turn will cover that event by the local newspaper or if possible local T. V.

Occupational Specialists will be invited by the media committee to participate in TV talk shows. These shows will feature objectives of the o.s.'s plight to convince the local School Board the importance of funding. At the same time, through T. V., the general community is kept informed.

The media committee will also arrange interviews for occupational specialists either for general information dissemination or for a specific purpose. See attached ideas.

The media committee cannot function constructively without the material from the occupational specialists. Occupational specialists should contact the committee with their news releases/ pictures, available whenever they need media coverage.

Media can take the message of the occupational specialist to the tax-paying public. The biggest stumbling block, as I see it, is getting active cooperation from newspapers, radio, T. V., etc.

First priority, then, should go to setting up lines of communication. spend time establishing yourself with a contact person who will help to get your news aired, printed, whatever. If news is not used, find out why from contact person, and find out what to do to remedy the situation. Get him "in your corner."

Public Relations Media

Special Events
by Hal Golden and
Kitty Hansen

p. 103

1. Publicity is often the yardstick by which the success or failure of a special event is measured.

2. Although many events are planned and produced for the express purpose of gathering publicity, too often pathetically little care and attention are given to the techniques for achieving this end.

3. Virtually every form of advertising can be properly classified as publicity.

4. Newspapers are the major publicity target of most special events.
   a. The first thing you should understand is that newspapers are in the business of reporting news. This means to obtain news coverage your event must be of "interest to the general public".

Publicity Committee

1. Chairman
   Responsible for the planning, the producing and placement of publicity in the various communications media.

   Arrange for the preparation of all news releases and all announcements of public interest.

   Also, when the news is not breaking he creates timely and interesting stunts or occurrences that will create news.

   In essence, the publicity chairman's major responsibility is to get the event before the general public. He must be ready and evaluate each of the communications media. He must know the deadline, style and objective of each newspaper, radio and T.V. station and business paper and company paper, and service them all.

For Committee
   Need: General Assistant second in command
         Artist to design all material
         Writer
         Photographer

Media
Newspaper
   Proper timing is essential to an effective publicity campaign

   News stories and photographs should be carefully scheduled well in advance. Three month publicity build up is usually sufficient for a major event.

Publicity Placement should be planned so that the news of your event is gradually absorbed by the public in regular doses right up to the day itself.

Deadlines

Very important--they are no secret, you need only phone the newspaper, tell them your needs and they will be glad to give you the information. "Good professional handling on your part adds a reporter to their staff--and makes life easier for everyone concerned.

What Makes News

"The content of your publicity release is even more important than proper timing, for no matter how carefully a story may be timed, if it is not newsworthy, it won't be used.

To determine if your story is newsworthy merely ask yourself one question: "Is it of interest to the general public?" If the answer is "yes", send off the release.

Press Release

1. Keep it simple and factual
2. Avoid the use of flowery phrases
3. Do not editorialize--just "give'em the facts ma'am"

A well-rounded story answers these five basic questions:

1. Who is doing it?
2. What is being done?
3. Where is it being done?
4. When is it taking place?
5. Why is it taking place?

"The how of the event is also of general news interest."

Press release is typed double space on an 8 1/2 x 11 sheet of paper--leave ample margin on both sides for editing.

Release should contain:

Name of organization
Address of organization
Phone number of organization
Name of person sending out the release
Requested date of release

Release

Headline

Use a brief summary at the upper left-hand margin of the release.

Length--should not exceed two pages

Photographs

1. Must be sharp clear and in focus and if the subject matter is interesting or unusual in appeal and in good taste.

   Rules:

   1. Pictures should be stages--not just snapped
   2. Pictures should always include animate and active subjects--animals and or people who are performing some action.
   3. Subjects should always appear relaxed and natural and as pleasant as possible.
   4. Subject should never stare directly into the lens.

5. Avoid having more than two or three persons in one picture.
6. Pictures need to be photographed from more than one angle.
7. Keep background simple.
8. Pay chose attention to detail.
9. Make on glossy paper, perforably 8 x 10 --no smaller than 5 x 7

Radio and T.V. Publicity

Use media which features a variety of interviews and discussion programs as well as a steady flow of news broadcast.

T.V. is most difficult.

For your own committee, you might add a person to deal only with T.V. and Radio

News program, news release

Must arrange for a program

Spot announcements carefully worded scripts to fit a particular situation

Name, address, telephone number should be clearly marked

One Minute (146 words) and the copy should be typed double spaced with wide margins and in all capital letters for easy reading.

Tailor Made Show

The best way to sell it is to prepare a simple bulletin going through the essentials of the story and describe the kind of support your group will provide in the way of money, material and talent.

Occupational specialists give students alternatives

Busy specialist

Lynn Wallace, center, keeps a well—stocked office where students can come in and study occupations and careers. She also maintains a full schedule of vocation oriented activities for the school and community.

There was a time—back when we all went to high school—that once you graduated you either went to college, got a technical-school related job, or simply hit the streets hoping somehow to find employment. Or you joined the army.

But since last year, thanks to some federal help, Sarasota County has employed eleven occupational specialists in its schools—working with grade levels from elementary school to adult vocational programs.

Lynn Wallace mans the occupational specialists's position at Venice High School. A twenty-year resident of the Venice area, this is her second year as occupational specialist at the high school. Before that she worked six years at Venice Elementary School.

She has a multi-faceted job. Much of her time is spend in career counseling and desseminating occupational/career information.

She maintains an office in the high school where students may visit her without appointment to study careers, and she also goes out of her office assisting classes and individuals.

By BRIAN CAMENKER

She fills two principle functions. First, she provides a place where students can find out about what they can get into once they leave Venice's hallowed halls. In addition to maintaining a information center, she arranges speakers, helps in classroom projects, and coordinates with the county vocational-technical school.

But more than that, she emphasizes working with the individual. She works with a student to "get him (or her) to know himself."

She discusses a student's fears as well as aspirations, and helps them "feel okay about what they're doing," even if they begin to feel frustrated and confused—assurance that many young people need desperately in the present economic times.

With this, Mrs. Wallace has started a career "shadow program," in which students interested in a particular vocation or profession can work with area businessmen in those fields to learn and observe.

Her second function is that of an employment mediary between high school students and area employment situations. Most of these are menial jobs, such as lawn care, restaurant work, and baby-sitting, but they are important to students who need to earn money and can't find a job. She actively works with area businesses, as well as private sources.

Her job also entails taking care of work permits, social security cards, and keeping track of Child Labor Laws vis-a-vis working hours and other factors.

If this isn't enough for one person, Mrs. Wallace is the faculty sponsor of the Interact Club, the girls service club, and is publicity director for the new VHS stadium addition. In her free time, she has been active in the Venice Little Theater, and is a mother of two daughters.

With the problems facing any student confronting the economic system today, the occupational specialist is a valuable asset to the community.

IN FLORIDA

OCCUPATIONAL SPECIALISTS ARE DOING SOMETHING ABOUT THIS!!!

Ashe Says Blacks Too Sports-Oriented

Arthur Ashe is 33 years old. He won the first United States Open tennis championship (as an amateur in 1968) and the 1975 Wimbledon title.

By ARTHUR ASHE
N.Y. Times News Service

NEW YORK — Since my sophomore year at University of California, Los Angeles, I have become convinced that we blacks spend too much time on the playing fields and too little time in the libraries.

Please don't think of this attitude as being pretentious just because I am a black, single, professional athlete.

I don't have children, but I can make observations. I strongly believe the black culture expends too much time, energy and effort raising, praising and teasing our black children as to the dubious glories of professional sport.

All children need models to emulate — parents, relatives or friends. But when the child starts school, the influence of the parent is shared by teachers and classmates, by the lure of books, movies, ministers and newspapers, but most of all by television.

Which televised events have the greatest number of viewers? — Sports — The Olympics, Super Bowl, Masters, World Series, pro basketball playoffs, Forest Hills, ABC-TV even has sports on Monday night prime time from April to December.

So your child gets a massive dose of O.J. Simpson, Kareem Abdul-Jabbar, Muhammad Ali, Reggie Jackson, Dr. J. and Lee Elder and other pro athletes. And it is only natural that your child will dream of being a pro athlete himself.

But consider these facts: For the major professional sports of hockey, football, basketball, baseball, golf, tennis and boxing, there are roughly only 3,170 major league positions available (attributing 200 positions to golf, 200 to tennis and 100 to boxing). And the annual turnover is small.

We blacks are a subculture of about 28 million. Of the 13 1-2 million men, 5 to 6 million are under 20 years of age, so your son has less than one chance in 1,000 of becoming a pro. Less than one in a thousand. Would you bet your son's future on something with odds of 999 to 1 against you? I wouldn't.

Unless a child is exceptionally gifted, you should know by the time he enters high school whether he has a future as an athlete. But what is more important is what happens if he doesn't graduate or doesn't get a college scholarship and doesn't have a viable alternative job career. Our high school dropout rate is several times the national average, which contributes to our unemployment rate of roughly twice the national average.

And how do you fight the figures in the newspapers every day. Ali has earned more than $30 million boxing. O.J. just signed for $2½ million. Dr. J. for almost $3 million. Reggie Jackson for $2.8 million. Nate Archibald for $400,000 a year. All that money recognition, attention, free cars, girls, jobs in the offseason — no wonder there is Pop Warner football, Little League baseball, National Junior Tennis League tennis, hockey practice at 5 a.m. and pickup basketball games in any center city at any hour.

There must be some way to assure that the 999 who try but don't make it to pro sports don't wind up on the street corners or in the unemployment lines. Unfortunately, our most widely recognized role models are athletes and entertainers — "runnin' " and "jumpin' " and "singin' " and "dancin.' "

While we are 60 per cent of the National Basketball Association, we are less than 4 per cent of the doctors and lawyers. While we are about 35 per cent of major league baseball we are less than 2 per cent of the engineers. While we are about 40 per cent of the National Football League, we are less than 11 pc. cent of construction workers such as carpenters and bricklayers.

Our greatest heroes of the century have been athletes — Jack Johnson, Joe Louis and Muhammad Ali. Racial and economic discrimination forced us to channel our energies into athletics and entertainment. These were the ways out of the ghetto, the ways to get that Cadillac, those regular shoes, that cashmere sport coat.

Somehow, parents must instill a desire for learning alongside the desire to be Walt Frazier. Why not start by sending black professional athletes into high schools to explain the facts of life.

I have often addressed high school audiences and my message is always the same. For every hour you spend on the athletic field, spend two in the library. Even if you make it as a pro athlete, your career will be over by the time you are 35. So you will need that diploma.

Have these pro athletes explain what happens if you break a leg, get a sore arm, have one bad year or don't make the cut for five or six tournaments. Explain to them the star system, wherein every O.J. earning millions there are six or seven others making $15,000 or $20,000 or $30,000 a year.

But don't just have Walt Frazier or O.J. or Abdul-Jabbar address your class. Invite a benchwarmer or a guy who didn't make it. Ask him if he sleeps every night. Ask him whether he was graduated. Ask him what he would do if he became disabled tomorrow. Ask him where his old high school athletic buddies are.

We have been on the same roads — sports and entertainment — too long. We need to pull over, fill up at the library and speed away to Congress and the Supreme Court, the unions and the business world. We need more Barbara Jordans, Andrew Youngs, union card holders, Nikki Giovannis and Earl Graveses. Don't worry: we will still be able to sing and dance and run and jump better than anybody else.

I'll never forget how proud my grandmother was when I graduated from UCLA in 1966. Never mind the Davis Cup in 1968, 1969 and 1970. Never mind the Wimbledon title, Forest Hills, etc. To this day, she still doesn't know what those names mean.

What mattered to her was that of her more than 30 children and grandchildren, I was the first to be graduated from college, and a famous college at that. Somehow, that made up for all those floors she scrubbed all those years.

48 Sarasota Herald-Tribune
February 6, 1977

Sarasota Herald-Tribune

SECTION—B Thursday, May 12, 1977

LOCAL REPORT

Part Of Educators' Job Is Career Placement

By BOB RUF
Herald-Tribune Reporter

In the minds of Florida educators, their job does not end when a student graduates from high school.

Certainly all they can do in terms of classroom instruction has been accomplished. Yet there are other realms — aiding a student in job placement and getting his reaction to the value of his education — which have gone untapped in many areas.

The Sunshine State has been among the nation's pioneers in these two areas, and Wednesday, when the Department of Education opened its statewide conference on placement and follow-up services at Sarasota's Hyatt House, educators began looking for better ways to help students once they have graduated.

"This is a critical phase of education which is a way of helping our students cash in on their educations, whether it be by advancing to college or gaining a job," said Sarasota County School Board Chairman Rev. David E. Olson in the conference's opening ceremonies.

"In Sarasota we have initiated a number of pilot projects in both these areas and we have a commitment to their place in our system. It is very important that we get performance indicators from our students so that we know what kind of job we're doing. Your work is very important and we thank you for it."

The three-day seminar, which will deal with a wide variety of topics related to placement and follow-up services, brings together educators from across the state.

Dale Ake, Director of Student Services for DOE, lauded Florida's efforts at a vital program in that area and stressed the importance of continuing the program.

"In the final analysis," he said, "we are to be held accountable for the final product . . . our students. It is vital that we gain a knowledge of the student's perception of his education and his opinions on how well we are preparing him to make the transition from academia to being a full-time employe."

Dr. Max Eninger of Pittsburgh, Pa. began the conference with a presentation on a computer system he designed to aid with placement of high school graduates in jobs.

Dubbed CAPS, the computer-based system attempts to coordinate employer job openings with qualified students in that employer's area.

The program has been used on a pilot basis in Florida since 1975.

"Basically what the system does is it searches its files for a student with training qualifications which coincide with an employer's needs and supplies the employer with a list of names for those students in his area," Dr. Eninger said.

"We attempt to give 15 names for each opening to an employer."

Eninger said nearly 26,000 Florida students are registered with the program as compared to 14,000 employers. "I'd like to see the number of employers be double that of students," he added.

"The system can only work if there are adequate numbers of students registered, adequate numbers of employers, a sound economic situation and a dedicated effort on behalf of the people who are trying to help place students in jobs."

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THE FLORIDA SENATE

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SENATOR WARREN S. HENDERSON
25th District

March 18, 1977

COMMITTEES:
Commerce
Governmental Operations
Natural Resources & Conservation
Rules and Calendar

Rev. David Olson, Chairman
The School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Dear Rev. Olson:

I am writing to you in support for student services presently being performed by the Occupational Specialists in our school system.

I have had the opportunity to meet with these people on two occasions and am most impressed with the work they are doing to help our young people. They are dedicated in their endeavors and their program is a notably pratical one in terms of experience and exposure. They not only assist students who are seeking a career but they work with drop-outs and potential drop-outs as well in order to prevent them from being a burden on the community. This program is also saving the school system thousands of dollars in FTE which could be lost.

In their liason between the schools and the world o work, they counsel with teachers, counselors, administrators and the potential employers.

In my opinion, the occupational specialists program is vitally needed in our school system and ask that the School Board continue this worthwhile program in Sarasota County.

Sincerely,

Warren S. Henderson
Senator, 25th District

WSH:gj

LEW BRANTLEY
President

SHERMAN S. WINN
President Pro Tempore

JOE BROWN
Secretary

JOHN D. MELTON
Sergeant at Arms

PUBLIC INFORMATION PROGRAM
FOR OCCUPATIONAL SPECIALISTS

KEY PUBLIC: Florida House and Senate Members

GOAL: To enlist the support, through votes, of the continued funding for Occupational Specialists

OBJECTIVE 1

The members of the key committees of the Florida House and Senate will be contacted about the Occupational Specialist program by a local delegation of occupational specialists.

Strategy 1.1
Identify by names and addresses, the members of the House and Senate Education and Appropriations committees.[1]

Strategy 1.2
Identify the occupational specialists in the legislators' home districts.

Strategy 1.3
The local occupational specialists will set up personal meetings with the Legislators to discuss the successes of the occupational specialist program in their district, and also throughout the state.

Strategy 1.4
During the meeting, try to determine the Legislator's expected vote on the continued funding of the occupational specialist program.

NOTE: Special attention should be given to Committee Chairmen and Vice-Chairmen, as well as the Chairmen of all sub-committees. These individuals will most likely be selected to serve on the House and Senate Conference committee. This group meets near the end of the session to solve the differences in budget approval by each chamber. Occupational specialist support by the Conference committee members insures the continued funding for the program.

OBJECTIVE 2

Before the legislative session begins, the occupational specialist Public Information Program's Key Publics will also contact the local Legislative delegation concerning the Public's successful experiences with the occupational specialists.

OBJECTIVE 3

Prepare an informational bulletin or position paper listing the accomplishments of the occupational specialists. (See attachment 1.) This

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[1] Many publications are available. Two sources are the Florida Chamber of Commerce and the League of Women Voters to secure names and addresses.

brochure should be ready for distribution before the legislative session begins. Local occupational specialists can then leave this tool for the Legislators' examination.

OBJECTIVE 4

Secure the mailings of the House and Senate Calendars. This can be accomplished by registering as a lobbyist with the Clerk of the House and the Secretary of the Senate. As bills are pre-filed and assigned to committees, the work of bill examination can be done before the final committee or floor vote. This objective attempts to eliminate surprise legislation and last-minute reactions to these bills.

OBJECTIVE 5

Keep in contact with Legislators after the session is over. Invite them to special school events, classroom presentations and state conferences. Legislators' support is needed all year long, not just during April and May.

OCCUPATIONAL SPECIALIST & GUIDANCE ASSOCIATION

TO: Members of the Florida Senate and House of Representatives

FROM: Ted McCann, President
11456 129th Avenue, North
Largo, Florida 33540

SUBJECT: Recommendation to Support the Continued Funding of the Occupational Specialist, Career Education and Elementary Guidance programs in Florida

HOW ALL FLORIDA RESIDENTS BENEFIT FROM THE WORK OF OCCUPATIONAL SPECIALISTS

Summary

We are the only group in the school system directly involved in keeping kids from dropping out of school . . . and helping them to relate what they learn in the classroom to the world of work.

Results

As a result of counseling with literally thousands of kids on a day-to-day basis, we are greatly minimizing the critically serious drop-out concern by doing these things:

FOR STUDENTS:

1. Gather and make available materials on:
   Job opportunities and requirements on the local, state and national levels
   Job opportunities and requirements for out-of-school youth
   Vocational education preparation programs

2. Provide career information through:

   Group sessions
   Career Information Centers
   One-day On-the-job experiences ("Job Shadowing")

FOR PARENTS:

1. Counsel with parents of dropouts and potential dropouts.

2. Inform parents of available assistance agencies, vocational programs and adult education classes.

3. Encourage parents to enroll in these programs.

FOR TEACHERS:

1. Assist in:

   Planning career-oriented classroom activities
   Organizing career development field experiences
   Conducting Career Education in-service workshops
   Administering vocational tests

2. Prepare career displays for the classroom.

3. Contact resource speakers for class presentations.

Record of Accomplishments: *

Occupational Specialists COUNSELED WITH:
A. 226,369 Students

B. 29,202 Potential Dropouts

C. 11,702 Actual Dropouts

D. 5,871 Parents of Potential Dropouts

Occupational Specialists PLACED:

A. 14,520 Students in Vocational Education programs

B. 13, 253 Students on the job

C. 6,260 Students in Adult Education programs

D. 5,039 Students in Vocational Cooperative programs

E. 3,080 Students in Federal Training programs

F. 1,681 Students in Alternative school programs

Occupational Specialists CONDUCTED:

A. 417,527 Career Guidance activities

B. 68,965 Student Follow-up activities

C. 7,442 Teacher-Administrator conferences

The Occupational Specialist and Guidance Association is joined by the Florida Vocational Association and the Florida Personnel and Guidance Association in encouraging the continued funding of the Occupational Specialist, Career Education and Elementary Guidance programs.

* These figures were determined from a survey of the FIRST QUARTER of the 1975-1976 school year, with 42 of 67 Florida counties reporting.